

GRADE 4 CCLS UNIT 1 (BASED ON UNIT 2 OF THE SCOTT FORESMAN TEXTBOOK SERIES)

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UNIT RATIONALE: Students who are college and career ready develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

What is the Organizing Center of this Unit? The research process

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Independently Identify from Informational Text Read:

Sequence of Events, Author's Purpose, Main Idea, Supporting Details, Use of Facts, Research Process, Illustration, Organization as a Trait of Writing

Effectively Develop in Own Writing:

Guided Question for Research, Main Idea, Supporting Details, Use of Facts from Varied Sources, Research Process, Revision, Text, Illustration, Organization as a Trait of Writing, Sequence of Events, Note-making

Independently Demonstrate Foundational Skills:

Read accurately unfamiliar multi syllabic words, Read grade level text with purpose and understanding

Demonstrate Speaking and Listening Skills:

Active listening, Taking turns while others speak, Speaking clearly, Sharing facts found, Asking questions for clarification, Using visuals to share details

Apply Conventions of Standard English:

Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking

Knowledge of Language:

Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for effect, Utilize formal and informal language when appropriate

Vocabulary Acquisition and Use:

Use context clues, Consult reference materials both print and digital to find the pronunciation and definition, Use content specific vocabulary

Essential Questions:

- How do researchers use what they learn to help others?
- As researchers, how do we find out which facts are most important?
- Which tools can connect us to those we might learn more from?
- Which tools can help us locate and organize our facts best?
- How can we share our research in ways that will matter to others?
- When does it make sense to revise our thinking and work?
- What did we learn that we didn't expect?
- What experiences bring diverse peoples together?
- What can we learn about the US as we travel?
- What is unique about the landscape of the different regions of the US?

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and /or language skills	Textbook leveled readers Rubrics Checklists Annotated Records
LITERATURE STUDY	<ul style="list-style-type: none">• Main Idea• Supporting Details• Use of Facts• Text• Illustrations• Organization as a Trait of Writing• Sequence of Events• Active listening• Speaking clearly• Sharing facts founds• Asking questions for clarification• Using visuals to share details	Individual or small group-selected text relevant to research topics Rubrics Checklists Annotated Records

INTERACTIVE READ ALOUD	<ul style="list-style-type: none">• Main Idea• Supporting Details• Use of Facts• Visuals• Organization as a Trait of Writing• Sequence of Events• Active listening• Speaking clearly• Sharing facts found• Asking questions for clarification• Research Process• Revision	<p><i>La Rue Across America</i> by M. Teague or <i>My America: A Poetry Atlas of the US</i> by L. Bennett Hopkins or <i>String Beans Trip to the Shining Sea</i> by V. Williams</p> <p>Unit 1: Selection Read Alouds for stories 2 - 5</p> <p>Rubrics Checklists Annotated Records</p>

MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
INDEPENDENT READING	<ul style="list-style-type: none"> • Sort facts into categories • Main Idea • Supporting Details • Text • Visuals • Organization as a Trait of Writing • Sequence of Events 	<p>Student-selected texts and online resources</p> <p>Rubrics Checklists Annotated Records</p>
GUIDED WRITING	Targeted writing skills	<p>Models Rubrics Checklists Annotated Records</p>
INVESTIGATIONS	<ul style="list-style-type: none"> • Guiding Question for Research • Main Idea • Supporting Details • Use of Facts from Varied Sources • Research Process • Revision • Text • Visuals • Note-taking • Organization as a Trait of Writing • Sequence of Events • Correctly use the words, facts, research, and revision in presentation 	<p>Student-chosen or small group selected texts and online resource materials on different regions of the US</p> <p>Rubrics Checklists Annotated Records</p>
INDEPENDENT WRITING	<ul style="list-style-type: none"> • Use correct capitalization • Use correct punctuation • Demonstrate sentence fluency • Spell words correctly • Use keyboarding skills • Sort facts into categories • Use clear and concise vocabulary • Main Idea • Relevant Details • Use of Facts from Varied Sources • Research Process • Revision • Visuals • Uses a variety of planning strategies • Organization as a Trait of Writing • Sequence of Events 	<p>Student drafts and final copies</p> <p>Rubrics Checklists Annotated Records</p>

Which 21st Century Literacy Skills and Strategies Will Learners Use?

Critical Thinking

Problem Solving

Communication and Collaboration

Creativity and Innovation

Information Literacy

Media Literacy

Information Communication & Technology

Social and Cross-Cultural Skills

What Will Learners Create and Share with Authentic Audiences?

They will create a digital poster, a brochure or commercial that reveals what they have learned through their research about a selected region of the United States. This will be produced using edu.glogster.com (for digital poster), ReadWriteThink.org (for brochure), or Flip Cams/Photo Booth (for commercials). These projects will be housed online and on the district server.

What Should the Rough and Final Drafts of this Product Enable Us to Assess?

- Use correct capitalization
- Use correct punctuation
- Demonstrate sentence fluency
- Spell words correctly
- Use clear and concise vocabulary
- Use content specific vocabulary
- Develop Main Idea
- Include Relevant Details
- Use of Facts from Varied Sources of Chosen Region of US
- Use of Research Process
- Revision
- Correlate Visuals to Information
- Organization as a Trait of Writing
- Sequence of Events
- Student use of Technology

Alignment to the Standards

Reading Literature (RL)

RL. 4. 1,

RL. 4. 5,

RL. 4. 10,

RL. 4. 11

Reading Informational Text (RI)

RI. 4. 1 – 5,

RI. 4. 7 - 10

Writing (W)

W. 4. 1 - 11

Reading: Foundational Literacy Skills (RF)

RF. 4. 3 - 4

Listening and Speaking (LS)

SL. 4. 1 - 6

Language (L)

L. 4. 1 - 6